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INSERVICE DESIGN FOR A SMALL SCHOOL DISTRICT.

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THE OBJECTIVES OF THE SUMMER SCHOOL WORKSHOP PROGRAM WERE (1) TO UPGRADE THE TEACHING OF SOCIAL STUDIES AS OUTLINED IN "THE SOCIAL STUDIES FRAMEWORK FOR PUBLIC SCHOOLS IN CALIFORNIA," (2) TO STRENGTHEN LOCAL DISTRICT LEADERSHIP IN THE AREA OF SOCIAL STUDIES, (3) TO FOCUS UPON ORGANIZING CENTERS FOR UNITS OF WORK TAUGHT IN SUMMER DEMONSTRATION SCHOOL, (4) TO ENCOURAGE TEACHERS TO USE THE INQUIRY APPROACH TO FOSTER THE DEVELOPMENT OF COGNITIVE ABILITY IN CHILDREN, AND (5) TO FOCUS TEACHER ATTENTION UPON N. E. A. BULLETIN "GUIDING CHILDREN THROUGH THE SOCIAL STUDIES." THE PROGRAM WAS PLANNED SO THAT DEMONSTRATION CLASSES OF SOCIAL STUDIES, GRADES THREE AND SIX, WERE OBSERVED BY THE WORKSHOP GROUP. SEMINARS, FOLLOWING THESE DEMONSTRATIONS, WERE LED BY THE DIRECTOR OF THE WORKSHOP. WORK PERIODS FOR THE WORKSHOP GROUPS WERE INCLUDED, DURING WHICH THE WORKSHOP STAFF SERVED IN A CONSULTING CAPACITY. THE WORK PERIODS WERE DEVOTED TO PLANNING AND WORKING FOR THE INCORPORATION OF WORKSHOP IDEAS INTO THE STRUCTURE OF SOCIAL STUDIES CURRICULUM. INDICATION SHOWS THAT AFTER THE FIRST YEAR'S RESEARCH STUDY, THE INSERVICE DESIGN IS SOUND AND THE PURPOSES OF THE PROGRAM ARE BEING ACHIEVED. WORKSHOPS PLANNED AROUND DEMONSTRATION TEACHING, OBSERVATION, SEMINARS, AND WORK PERIODS ARE AN EFFECTIVE MEANS TO INDUCE NEW PERSPECTIVES BOTH ABOUT THE NATURE OF THE CURRICULUM AREA AND TEACHING INVOLVED. (GC)

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FINAL REPORT

Title: Inservice Design for a Small School District

Contract Number: OF-5-10-368 H. E. W.

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TABLE OF CONTENTS

	Page
Cooperating Groups	1
Description of Project	1
Description of Inservice Design	1
Description of Summer Demonstration School and Workshop for Teachers	2
Activities of the Workshop	3
Research Plan	4
Summary of Changed Teacher Performance as a Result of the Summer Workshop	5
Changed Teacher Insights During Summer School	8
Changed Perceptions of the Social Studies as Identified by the Teachers	12
Proposals for Change Identified by Teachers	13
Teacher Appraisal of Summer Experience	37
Conclusions and Implications	39

INSERVICE DESIGN FOR A SMALL SCHOOL DISTRICT

The social studies workshop, planned as the initial step in an inservice program for the instructional leaders of a small school district, was held from June 28 to July 30, 1965 in the Las Lomitas Elementary School District, Menlo Park, California.

Cooperating Groups

The program was planned and implemented by three agencies: The U. S. Office of Education, which provided funds for the summer school workshop; San Francisco State College, which provided the services of Dr. Aubrey Haan, Dean of the School of Education, who served in an advisory capacity in the planning of the project; and the Las Lomitas School District, which secured the Director, made available the use of the necessary facilities and instructional materials and provided the services of two of its staff members. Dr. Robert Reynolds, formerly of California State Department of Education, now Director of the Elementary School, Hunter College, New York, served as Director of the summer workshop program. Mrs. Margaret Giffin, Curriculum Specialist and Mr. Wilmer Larsen, Principal of the Ladera School and an experienced administrator, were the two Las Lomitas School District staff members involved.

Inservice Design

An effective program of inservice education should include: a period of time, free from teaching responsibilities and of long enough duration to enable teachers to carry through a systematic sequence of work; appropriate ways of introducing new perspectives; superior models of classroom teaching; opportunities for experimentation.

Following these principles the Las Lomitas School District designed an inservice program to include:

1. Two summer demonstration schools and workshops for teachers in the social studies, one in the summer of 1965 and one in the summer of 1966.
2. Follow-up activities throughout the school year succeeding each summer school. These activities include: school and district staff meetings related to the social studies; directing attention of all administrative personnel to the ideas developed through the workshop, increasing provisions for a wide range of supplemental teaching materials in the social studies.

Objectives of the Summer Demonstration School and Workshop for Teachers

The objectives of the summer school workshop program were:

1. To upgrade the teaching of social studies by focusing on inductive processes for developing the social science generalizations outlined in the Social Studies Framework for the Public Schools of California.
2. To strengthen local district leadership in the area of social studies and consequently in other curriculum areas.
3. To focus upon major generalizations from the social sciences as organizing centers for the units of work taught in the summer demonstration school.
4. To encourage teachers to use the inquiry approach to foster the development of cognitive ability in children.
5. To focus teacher attention upon the perspective for the social studies presented in N. E. A. Bulletin GUIDING CHILDREN THROUGH THE SOCIAL STUDIES.

Organization and Operation of the Summer Demonstration School and Workshop for Teachers, 1965

Two demonstration classes of 25-30 children each were established as a part of the regular summer school program--one in grade three, and one in grade six. The classes met from 8:30 to 12:30 each day for a five weeks period. The whole school day was devoted to the social studies but related areas such as science, language arts, creative writing, and Spanish were included in the program. Observation periods for the workshop teachers were scheduled as the focus on specific ideas, concepts, or teaching procedures emerged in the workshop. The two demonstration teachers, providing the superior models of classroom teaching, skillfully maintained an ongoing program for the students and yet geared the program to the needs of the workshop teachers.

The Director of the workshop, Dr. Robert Reynolds, acted in the capacity of director of the instructional program for the two classes as well as the director of the workshop for teachers. This required daily conferences and planning periods with the demonstration teachers; in this double capacity he was able to coordinate the needs of the workshop group and the program carried on in the demonstration classes.

The program for the workshop group was divided into three parts, observation, seminar, and work period. Since each observation was planned and directed toward a specific focus, all members of the workshop group, whether primary or intermediate grade teachers, observed the same situation at the same time. The seminar which followed then had direct meaning for each teacher. The same dynamic techniques of instruction which were held as exemplary in the demonstration classes were utilized by Dr. Reynolds in the conduct of the workshop. New perspectives in the social studies were opened up in the seminars led by Dr. Reynolds as well as in the demonstration classes. Work periods were scheduled at periodic intervals. This work period was devoted to planning and working for the incorporation of workshop ideas into the structure of social studies units to be initiated in September. Dr. Reynolds, Mrs. Giffin and Mr. Larsen served in a consulting capacity during this time of cooperative planning.

Activities of the Workshop

Activities of the workshop were centered on the following phases:

1. Relating the social studies programs to the basic drives to activity - communicating, inquiring, constructing, expressing ideas artistically - - see Appendix - - Guide to Observation 1.
2. Relating social studies lessons to the four types of learning activities: problem solving, producing something in concrete form, strengthening a skill, enjoying something. See Appendix - Guide to Observations 2, 3, 4, 5, 6, 7.
3. Discerning relatedness of facts and other information to social science generalizations from the eight social sciences identified in the Social Studies Framework for the Public Schools of California. See Appendix - Guide to Observation 8.
4. Using the inductive or inquiry process as the means through which understandings or generalizations can be acquired.
5. Studying techniques of evaluating social studies curricula.
6. Organizing an area of study - - individual or group projects -- for initiation in the Fall.

Pupil Personnel

Fifty-five children were enrolled in the two demonstration classes for the five weeks program - - twenty-seven in grade three, twenty-eight in grade six. The attendance was regular.

The classes were divided evenly between children from the Las Lomitas School District, a neighboring school district and from several parochial schools. The classes were heterogeneous groups.

Teacher Personnel

Fifteen teachers were enrolled in the program. All were on the regular staff of the Las Lomitas School District.

One teacher was new to the District and new to teaching. One other teacher has since left the District; consequently the research reported is based on thirteen teachers. The median years of experience of this group was six years.

Research Plan

The research study was planned to measure the relationship of teacher performance to the inservice education program described - - specifically the summer demonstration school and workshop for teachers. It was proposed to gather data on four phases of the program:

1. Social studies teaching practices prior to the workshop.
2. Changed teacher insights during the summer school.
3. Changed teacher performance during the teaching year following the summer demonstration school.
4. Changed pupil performance.

Data has been secured on only three phases of the proposed program. During the operation of the 1965 workshop, it was decided to postpone the gathering of data on changed pupil attitude and performance until the 1966 summer school session.

SUMMARY OF CHANGED TEACHER PERFORMANCE

(Refer to Items 1 and 3 - under Research Plan ,page 4)

The data on the following pages was obtained through observation of thirteen classroom teachers who participated in the workshop and were available for pre-workshop and post-workshop observations. The observations were made by the school principal, the district curriculum specialist and the director of the workshop. The summaries are based on a consensus of their observations. The pre-workshop observations were made through April and May, 1965. The post-workshop observations were made throughout the latter part of November and early December.

The tabulated results have been converted to percentage figures, which are derived from a ratio of possible responses (13) to the actual recorded responses in each category.

I. INSTRUCTIONAL ORGANIZATION	PRE-WORKSHOP	POST-WORKSHOP
Content		
Determined by basic text	46.2%	
Organized by teacher	53.8%	100%
Instructional Format		
Topical approach	84.6%	15.4%
Focus upon development of "big ideas"	15.4%	84.6%
Source of Unit		
Teacher initiated	92.3%	92.3%
Pupil initiated	7.7%	
Ongoing		7.7%
Initiation of Unit		
Use of arranged environment	7.7%	46.2%
Other	92.3%	53.8%

SUMMARY OF CHANGED TEACHER PERFORMANCE (Continued)

II. LESSON ORGANIZATION	PRE-WORKSHOP	POST-WORKSHOP
Structure		
Three part (Introduction, work period, summary	46.2%	92.3%
Other	53.8%	7.7%
Task Organization		
Involves total group	69.2%	100%
Uses individual projects	30.8%	23.7%
Committee	38.5%	7.7%
Methods of Gathering Data		
Through use of textbooks only	38.5%	
Through use of multi-books	23.1%	38.5%
Through use of many resource materials, including text books	38.5%	69.2%
Through use of teacher prepared multi-level materials		23.1%
Methods of Organizing Information		
Through discussion	61.5%	100%
Through construction	46.2%	46.2%
Through dramatization	7.7%	15.2%
Through art experiences	46.2%	69.2%
Making time lines	7.7%	15.4%
Making maps	15.4%	15.4%
Making reports	53.8%	46.2%
Through creative writing		23.1%
Discussion Pattern		
Use of discussion circle		92.3%
Response pattern T. P.-T.P. *	84.6%	23.1%
T. P. P. P.*	7.7%	76.9%

*T-P Teacher-Pupil

SUMMARY OF CHANGED TEACHER PERFORMANCE (Continued)

		PRE-WORKSHOP	POST-WORKSHOP
III.	TEACHER BEHAVIOR		
	Initiates questions	100%	69.2%
	Solicits questions	38.5%	61.5%
	Answers pupils questions directly	61.5%	23.1%
	Redirects questions to pupil	53.8%	92.3%
	Clarifies purposes for work period	30.8%	84.6%
	Gives information	43.8%	30.8%
	Initiates criticism	7.7%	7.7%
	Initiates praise	100%	69.2%
	Provides summary	30.8%	38.5%
	Solicits summary from pupils		38.5%
	Relates ideas discussed to personal situations	46.2%	69.2%
	Relates ideas to community situations	30.8%	38.5%
	Relates ideas to national situations	33.1%-	38.5%
	Relates ideas to international situations	7.7%	15.4%
IV.	TEACHER GOALS		
	Works toward generalizations from the social sciences	15.4%	76.9%
V.	METHODS OF WORKING		
	Oriented toward using inductive processes	15.4%	84.6%
	Oriented toward using deductive processes	30.8%	7.7%

PRECEDING PAGE MISSING

Anticipated changes in performance of social studies curriculum and teaching as identified by the teachers

Nature of the Changes	Number of References
Use a larger block of time	1
Integrate other subjects, including social sciences	4
More total group activities	4
Use of tapes	2
Use of overhead projector	1
Use of teacher-prepared multi-level materials	2
Control techniques (overt comments, intrinsic levels)	3
Establish environmental centers of interest	1
Different field trip techniques	1
Focus on concepts and generalizations developed by social scientists	1
Work to achieve balance of social science learnings	5
Use of the concept-generalization worksheet for planning	6
Sharpen the focus on unit organization; more pointed in approach and direction with limits defined	5
Sharpen the questioning procedures	3
Use of an arranged environment	3
Draw upon student interests; more child purpose	5
Use bulletin boards as a teaching resource	2
Use greater variety of informational resources and content	5
Utilize dramatization or dramatic play	4

Nature of the Changes	Number of References
Utilize social science concepts and generalizations as goals or organizing centers	6
Different techniques for developing intellectual goals	1
Establish a classroom library	1
Utilize construction and/or industrial arts	2
Utilize inductive processes and inquiry	3
Utilize parallel situations for checking concepts	2
Provide three distinct phases to lesson structure	1
Emphasize the activities of people	1
Adopt the role of a resource person	1
Increased use of discussion	1
Provide greater variety of activities	1
Different seating arrangements	1
Focus on developing attitudes as well as intellectual generalizations	1
Sharper guidance of lessons	1
More careful teacher preparation	2

Discussion

A total of eighty-three changes in performance were noted by the fourteen teachers responding to the questions. One could anticipate on the basis of the statements thirty-five different changes in teaching the social studies would occur in the schools of the Las Lomitas School District.

Change would be most pronounced in such patterns and procedures as

- using the workshop concept-generalization worksheet* to plan lessons.

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* Appendix - - Developing Concepts and Generalizations, No. 8

- using social science concepts and generalizations as organizing centers for information.
- sharpening the focus on unit organization.
- striving for a balance of concept development among the several social sciences.
- drawing on student interests to make studies more purposeful for pupils.
- utilizing a greater diversity of informational resources and content.

Other changes likely to be more pronounced include the following:

- Increased integration of other subject areas.
- Increased total group activity.
- Utilization of dramatization or dramatic play.
- Use of an arranged environment.
- Use of inductive processes for inquiry.
- Sharper questioning procedures.
- Different control techniques.

Changed perceptions of the social studies
as identified by the teachers

Nature of the changes	Number of references
Better understanding of program at other grade levels	2
New ways of planning a study	3
New ways of evaluation	5
Increased awareness of grade level continuity	4
Generalizations developed on a continuum basis	4
Need for team planning among grade levels	2
Ammunition for support of current beliefs	1
Support for dramatization	2
Awareness of certain things not to do	1
Sharper perception of the social studies	4
Less afraid of the social studies	1

Discussion

Indications from the data are that the workshop did alter teacher's perceptions of the social studies. One-third of the teachers realized that evaluation of the social studies was feasible when the knowledge, skills and attitudes sought for were identified in terms of specific behaviors.

Continuity of the social studies program throughout the grades was recognized as significant and feasible by many of the teachers. The concept of social studies continuity centered on the use of social science concepts and generalizations as threads of organization that cut across grade levels and areas of study.

A different way of planning the program was perceived by several teachers. Certainly a sharper perception of the social studies was reflected by the responses of the teachers to the questions.

PROPOSALS FOR CHANGE IDENTIFIED BY TEACHERS

The second solicitation of appraisal was procured during the last half-hour of the workshop. Teachers were asked to respond to the following two questions:

1. What do you perceive to be the "push" given by the workshop staff, including demonstration teachers, to the following aspects of the social studies curricula?

   - unit organization
   - lesson organization
   - initiating a unit or study
   - teacher pupil response pattern
   - teacher activity during the work period
   - teacher activity during the pre-work discussion
   - teacher activity during the post-work discussion
   - instructional materials
   - lesson purpose(s)
   - purpose for a summary period
   - evaluation
   - relationship of the social sciences to the social studies

2. To what degree are you able to accept your perception of the emphases as worthy of attainment in your own program?

   Teachers were asked to state the degree of acceptance for each item responded to in the preceding question. They were asked to utilize the following symbols in stating the degree of acceptance:

   1 -- not at all
   2 -- worth considering
   3 -- already a part of my program
   4 -- plan to incorporate the item into my program

Responses to the questions have been tabulated. Tabulation of the responses follow: (all fifteen teachers responded)

Teacher perceptions of the workshop point of view on unit organization:

Classification

4 . Concentrate on a limited number of social science generalizations, and to present data from which pupils will then formulate the generalization.

4 . A better idea of the large generalizations that give any study direction.

4 . Utilize broader units with the data carefully planned to build toward specific generalizations.

4 . Stress continuity or a smooth transition among sub-areas of a study.

4 . Identify a particular area of study, the most important ideas to focus on; relate them to "big ideas" you want the children to come away with and focus on a generalization or generalizations. Then identify transitions that will move you from one area of study to another and enlarge upon the generalization.

4 . Consider what is to be covered (the anthropological categories); what social science concepts to be developed, and what approaches to use in the time available.

3-4 . Longer units in which many different activities are structured to develop basic social studies generalizations - inductive approaches in which students will phrase the abstract concept in their own words and can give "for instances."

4 . Organize data and experiences so that the children would make appropriate generalizations through inductive reasoning based on their activities.

4 . Units or areas of study should be longer on-going learning experiences which offer opportunities for many aspects of the study resulting in the development of generalizations.

-- . A long term unit which is carefully planned and guide pupils to recognize gaps in their understandings and to want to seek a solution to those needs.

4 . Planning in grades so that there isn't so much repetition.

4 . Start from children's interests and knowledge and proceed toward growth and understandings appropriate to their level and related to social science generalizations.

Unit organization (continued)

4 . Encourage activities from which children can gather data to satisfy curiosity. Through problem solving methods, develop concepts and move toward generalizations that are important to man in satisfying wants and needs.

3 . Choose a unit and decide on one particular, important phase to be emphasized in developing concepts and generalizations. From this one phase the unit can be enlarged to cover other life situations.

4 . Select a few basic concepts from the social sciences and organize content around these. This will serve to provide unity to the program, a framework for relating what the pupils know, and provide continuity through the grades.

Discussion

Teachers identified the idea of a longer or broader unit. Embodied within the unit would be a variety of activities and approaches leading to the inductive development of generalizations from the social sciences and the statement of generalizations in their own terms.

Certain teachers noted significance in planning to prevent gaps in understanding and to avoid repetition among grade levels.

All but one teacher, in addition to one other teacher who did not classify her statements, indicated that they intended to incorporate the ideas on unit planning into their program. One teacher indicated that she already organized her study in line with her perceptions of the workshop point of view.

Time was provided during the workshop for teachers, under guidance, to think through a series of basic considerations for organizing a broad area of study.

The statements offer indication that a change in teacher experience is likely to occur in the organization of social studies units.

Teacher perceptions of the workshop point of view on lesson organization:

Classification

4 . To set down the activities and data with the time allotted for the activities so that a concept leading toward a generalization is taught.

4 . Anticipating in advance what pupil responses will be.

3 . Carefully planned lesson with a specific purpose. More use of a summary period.

4 . Evaluation period is an important part of a lesson organization.

4 . Think of activities, data and concepts that would lead to an understanding of a generalization.

4 . Guide and goal for a limit on the material for each lesson. Begin with a "real" student purpose and leading on with follow-up lessons. Organize lesson for developing specific data in line with both teacher and pupil purpose.

4 . Brief initial discussion, followed by an activity period, followed by an evaluating discussion in which data is identified (recalled) subconcepts identified and movement toward a generalization established.

4 . Organize data and experiences so that children make appropriate generalizations through inductive reasoning processes.

4 . Well planned but with children seeing needs rather than the teacher telling them their needs. Must provide pre-work discussion, work session, post-work discussion for summary and/or evaluation.

. More careful planning with more specific single purpose.

4 . More careful consideration in planning and working out a few generalizations.

3 . Lessons proceed from review of past experiences, observation and discussion of needs or interests previously expressed; plan for procedures to solve problems, work procedures to accomplish solution, discussion and evaluation of outcomes and plan for further needs.

4 . Organize with more purpose in mind, allowing for more physical activity, dramatization of adult life. Provide period at end of a lesson for children to pull their ideas together and to relate ideas to "parallel" situations in real life.

Lesson organization (continued)

4. . Lessons related to life situations and motivated to stimulate interest and action will become a part of children. The important data from the lesson should be put into meaningful concepts and generalizations. An introduction, a discussion, a work period and a discussion for summing up make a complete lesson.

2 . Select a few simple, clean-cut ideas that can be stated as subconcepts (generalizations) under the main idea you are currently working on. Plan for a variety of activities to provide the data needed so that children can arrive at the concepts themselves and be able to relate them to the main idea.

Discussion

Certain teachers identified characteristics of a lesson to include an initial discussion period, an activity period, and a summarizing or evaluating period.

Other teachers identified a time for careful planning to attain a particular goal and to clarify student purpose based on group need(s), time for action, including physical activity, dramatization, solving problems, and a period for pulling ideas together and setting the stage for follow-up lessons.

Eleven teachers indicated that they intended to incorporate a different pattern of organization than formerly utilized.

Two teachers indicated that the pattern was already a part of their program. One teacher thought the pattern worthy of consideration but thought that it might be difficult for her to implement.

Teacher perception of the workshop point of view on <u>initiation of a study</u>:

Classification

4 . Use of an arranged environment can stimulate children's curiosity to learn.

4 . A planned environment is useful.

4 . There are a number of ways to initiate a unit. The "push" was toward trying the arranged environment.

2 . A planned environment is a useful technique for guiding children interests.

4 . Try new, exciting ways of approaching a study. Also, relate from the student experiences to subject matter.

3 . Student initiated because of teacher-purpose and "big idea" in mind.

2-4 . Favored arranged environment to stimulate questions from students. I'm personally favoring on-going but will consider arranged environment in humanities where have utilized it before on a none-too-organized level.

2-4 . Expect us to use an arranged environment with pictures and many objects of interest around the room.

4 . Arranged environment.

. Initiate soon at the beginning of the year and wide enough in scope through various centers to catch many kinds of pupil interest.

4 . More thought on the transition from one lesson to another.

3 . Arranged environment with emphasis on materials that will lead in specific directions and provide a means of focusing quickly on the unit and stimulating discussion.

4. 1 Use an arranged environment that will arouse interest, curiosity and stimulate discussion.

3 . The study, even though teacher chosen, should be made meaningful to students. In some cases there may be an opportunity for students to have a say in what study is to be used; usually it is the say of the teacher.

3 . Arrange environment to introduce the whole area of study with interest centers which will stimulate and direct attention, arouse questions and discussion to get the unit "off the ground."

Initiation of a study (continued)

Discussion

The idea of initiating a study via an arranged room environment was perceived as worthy of trying by sixty (60) percent of the teachers. Four other teachers (26.6 percent) indicated that they utilized an arranged environment of sorts. One teacher (6.6 percent) noted that the idea was worth considering but did not indicate that she would try the approach. One teacher neglected to classify her responses to the questions.

Teacher perception of the workshop point of view on <u>teacher-pupil response pattern</u>:

Classification

4	.	Should be one of T-P-P-P so that the pupils will share ideas with one another and be stimulated to think.
4	.	I have been aware of this in the past, but seeing it in action over a period of time has given me a better idea of how to improve it. (T-P-P-P).
4	.	Should be T P P P P P T P P
4	.	The teacher should do less giving of information and encourage pupil participation-interaction.
4	.	T P P P etc.
4	.	Approach toward T P P P P P P - teacher talking very little - less and less of a role - but there as a resource person.
3	.	T P P P P P
3-4 but with re-inforcement	.	You wanted us to get a T-P-P-P-P sort of response established so that the behavior change (free discussion) in the children would have a chance to emerge.
3-4	.	T-P P P P P
	.	T-P P P P pattern sought. More interaction between students.
3	.	We are working for less teacher and more pupil responses.
3	.	Ideally, pupils will respond to each other, and the teacher will take only a guiding role. Questions should begin to be raised by pupils as well as by the teacher.
4	.	Observe how we ask questions and try to ask them in a manner that will invite discussion and not yes-no answers. Answer pupils with another question to get the group involved.
4	.	Freer discussion can be held if everyone is free to enter in without the teacher calling on students. Rules of courtesy and conversation are practiced.
3	.	Naturally as many P's and as few T's as possible. I've learned a great deal from observing about how to do it more successfully.

Teacher-pupil response pattern--(Continued)

Discussion

All teachers responding to the item indicated that they already tried to attain a high rate of pupil response with one another or else would try to attain such a teacher-pupil response pattern.

Six teachers (40 percent) indicated that they would strive to attain the pattern. Two teachers (13.3 percent) revealed that they already solicited the response pattern from their pupils but now would (perhaps more consciously) reinforce the response pattern. One teacher neglected to classify her response to the question. The remaining teachers indicated they already solicited the response pattern.

Teacher perception of the workshop point of view on <u>teacher activity during the work period</u>:

Classification

4	.	Observe the manner in which pupils seek to solve a problem and help those having difficulty.
3	.	Take written notes of pupil activity. Evaluation sheets.
3-4	.	Watch the work and help when needed. Should also pick up guides as to future work needed.
4	.	The teacher is a guide to the children but does not dispense information.
3	.	Help the children to better achieve aims and to feel success.
3	.	Be a resource person - encouraging each individual student.
4	.	Carefully observe students, provide individual encouragement, direction. (Note taking was completely new to me, plan to try it)
4	.	Take a passive role. A time for children to work.
3-4	.	Help children meet difficulties.
--	.	Be available to stimulate deeper thinking; to challenge correctness, etc.
3	.	Become an "invisible" director.
3	.	Provide guidance and help when needed. Suggesting ways children might proceed. Helping them review planned procedures and follow through on them. Observing needs for future development.
4	.	Take notes to guide the subsequent discussions. Help children solve problems that arise.
4	.	The teacher should be mainly an observer; giving guidance when needed, watching for leads to needs for further instruction.
3	.	Note problems; incidents that might lead to future learnings, activities, etc. Help unobtrusively only when asked or when obviously needed.

<u>Discussion</u>

Several teachers perceived the role of the teacher to be passive: to be a guide or resource person as contrasted with a dispenser of information.

Teacher activity during the work period (Continued)

Certain teachers noted the role of the teacher as an observer, watching for pupil achievement, problems, and for leads to further instruction.

Six teachers (40 percent) indicated they would incorporate the role into their pattern of behavior. Two other teachers (13.3 percent) revealed that they intended to strengthen their behavior. One teacher neglected to classify her response. The remaining teachers (40 percent) stated they already possessed the behavior.

Teacher perception of the workshop point of view on <u>prework discussion teacher activity</u>:

Classification

4	.	Setting up a situation which will stimulate children to recognize an existing problem.
3	.	Work to involve children more.
3	.	Teacher should be a part of the group and should help the group plan.
4	.	To recall something about which the children know and then guide the group into a new and related discussion.
4	.	Guide the discussion to focus on the particular activity.
3	.	Giving the stimulus through attitude, visual aids, creative stories, etc. Some leading thoughts but with an open door. Giving dignity to each child and his ideas.
3	.	Teacher serves as initiator, stimulator.
3-4	.	Become expert at "setting the stage."
3-4	.	Helping them to see needs.
--	.	Actively set the stage, review of needs opens doors to thinking.
3	.	Start with something exciting and turn it over to the group -- under guidance.
4	.	Drawing from the children a review of what has occurred in relation to needs that arose and how problems might be solved. Providing ways to find answers.
4	.	Plan with purpose in mind. Encourage questions. Be accepting.
4	.	Should be carefully guided and directed by the teacher.
4	.	Start with personal experiences of the children. Stimulating discussion, mainly through rewording questions they have asked for clarification. Bringing up questions or problems that arose in the past as related to problem at hand. Guiding each individual as to what he plans to do during the work period. Didn't realize how much my approach had been teacher directed.

Prework discussion teacher activity (Continued)

Discussion

Several teachers indicated that the initial discussion phase of a lesson should be stimulating and exciting; setting the stage such that children reveal needs and recognize an existing problem or difficulty and propose to do something to resolve the issue. The teacher's role was to stage the situation, to guide the discussion through visual aids, creative stories and/or leading thoughts which would involve children in identifying purpose and carrying through inquiry.

Seven teachers (46.6 percent) indicated that one might observe change in their performance during the initial discussion of an activity. An additional two teachers (13.3 percent) indicated that their performance would be strengthened. One teacher was uncertain regarding the extent in which she currently employed the behavior. The remaining teachers revealed they already practiced the role advocated by the workshop staff.

Teacher perception of workshop point of view on <u>teacher activity during post-work discussion</u>:

Classification

4	.	Guide pupils to summarize what they have learned during the work period in the form of "big ideas."
3-4	.	Pull together and clarify what a child has learned.
4	.	Help children develop skills in evaluation. Open the doors for future work.
4	.	Serve as questioner to help children clarify and evaluate their work.
4	.	Bring together the ideas, problems and work toward the "big ideas."
4	.	Remain "out-of-the-picture" but draw on children's ideas and help to pull ideas together by student decision.

<u>Teacher activity during post-work discussion</u>.

3-4	.	Have students summarize; share progress, identify or solve mutual problems. Turn new questions back to students. Praise students when appropriate.
4	.	Draw inferences from the data and experiences.
4	.	Share ideas to arrive at a concept or solution to a problem.
-	.	Redirect the thinking through questions to upgrade discussion to a broad level.
3	.	Be aware of trouble spots and guide students toward making generalizations for the purpose of answering the original purpose for the lesson.
4	.	Guiding evaluation of what occurred in relationship to what needs to be done for the future.
	.	Help children pull ideas together so they will see how the pieces (information) fit together and relate to real life situations and problems.
4	.	Guide the discussion carefully.
4	.	Encourage children to discuss what they have found that helps answer their questions and solves problems. Guide them to formulate some general statement summarizing their findings and pulling in personal relationships to the idea.

Teacher activity during post-work discussion (Continued)

- Help them state the problems that need to be solved or explored next time.

Discussion

Teachers, generally, perceived their role during the closing discussion of a work period to remain somewhat "out-of-the-picture," but nevertheless to draw forth children's discussion on (1) what they learned that helps answer their questions and solves problems, (2) formulating generalizing statements, summarizing their findings, (3) drawing in parallel situations related to children's personal situations, (4) and helping them identify the next steps to be pursued.

Ten teachers (66.6) percent) indicated they would incorporate a summary session into their own program. Four teachers (26.6 percent) noted they already provided for a summary session. Two of the four indicated they intended to strengthen the summarizing phase of their lessons. One of the four teachers indicated that she was not consistent about providing time for pupils to summarize. One teacher did not classify her response to the question.

Teacher perceptions of the workshop point of view on <u>instructional materials</u>:

Classification		
4	.	Use materials from many varied sources and from as many primary sources as possible.
4	.	Use a greater variety of materials.
3-4	.	Many materials are needed and should be used.
4	.	A greater variety and different levels of instructional materials makes for a more successful and rewarding program for the class as a whole and individuals too. Meets the need of individuals.
3-4	.	Diversified texts and library books. Pictures, realia, tapes, movies, filmstrips, etc.
3 (not enough)	.	Great variety on different levels.
3 (except tape recorder)	.	Emphasis on multiple sources and media.
4	.	Use more with careful planning so that they will give reality.
3-4	.	Many kinds should be used. Many other books besides the textbook and encyclopedia should be at the fingertips of children. Maps, projectors, tape recorders, films, research people, trips, should all be utilized.
--	.	Broad! Dig up everything you can find. What you can't find - create!
3	.	More planning and preparation of materials.
3	.	Choice of materials should be as wide as possible and should include many different sources: books, periodicals, artifacts, teacher prepared materials, etc.
4	.	Seek more materials, try to use tapes, movies, filmstrips and construction to gather data and develop concepts.
3	.	Be familiar with the materials so that the best use can be passed on to the students.
3-4	.	Wider variety and numbers of books. Much more realia and construction materials. More use of overhead projector and use of equipment by children.

Discussion

Teachers almost unanimously stated the need for diversity of instructional materials. Several noted a need for material on different levels, the use of multi-media, and attention to primary source material, including study trips and resource persons. Other teachers stated a need to be familiar with the content of the instructional materials so that the materials can be used most effectively.

Five teachers (33.3 percent) indicated their intentions of utilizing a wider range of media and greater diversity of instructional materials than utilized heretofore. Five other teachers (33.3 percent) indicated they already utilized diversity of materials but intended to expand the diversity of media and materials currently utilized. Four teachers (26.5 percent) indicated they already were utilizing the pattern stressed by the workshop staff. One teacher neglected to classify her responses to the question.

Teacher perceptions of the workshop point of view on <u>purpose for lessons</u>:

Classification

4 . Have a specific purpose in mind for each lesson, such as deriving a concept, drilling for a skill, etc.

4 . Provide experiences in the direction of generalizations and provide for transfer into other areas.

3-4 . Plan to meet the needs of the class and to move toward planned generalizations.

2 . Build and extend content, skills and social learnings.

4 . Have a definite need and goal that you want the children to satisfy (or acquire).

3-4 . Excite students.

4 . Identify purposes of both teacher and pupils. Teacher's purpose related to developing a generalization, building a skill, provide opportunity for manipulation or aesthetic expression. Pupil's purpose to be related to an on-going experience and not "to please the teacher."

4 . Demonstrate good structure.

3-4 . Skill developing and problem solving leading to development concepts and generalizations.

4 . Careful consideration and working out a few generalizations.

4 . Should evolve from needs which are apparent in the group.

4 . Have a definite purpose in mind. Review and relate purpose to social science generalizations.

3 . Bring about a change in understandings and behavior on the part of students.

2 . Focus on definite goals in knowledge, skill and attitude change.

<u>Discussion</u>

Teachers identified a need for more specific planning in organizing lessons than provided for previously. More specifically, to identify specific generalizations, skills and attitudes to be developed or strengthened through each lesson. Teachers also noted the idea of building onto previous lessons (on-goingness), extending content, skills and social learnings.

Purpose for Lessons - - (Continued)

Eight teachers (53.3 percent) thought they would implement the pattern during the coming school term. Three other teachers (20 percent) noted they would sharpen their purposes. Two teachers (13.3 percent) noted the pattern as worth considering but revealed doubt that they would be able to implement the pattern.

One teacher's response was stated too generally to fit the pattern. Another teacher neglected to classify her response to the question.

Teacher perceptions of the workshop point of view on <u>purpose for a summary period</u>:

Classification		
4	.	To bring to a focus for the pupils the material covered so it becomes clear to all what has been learned.
4	.	Time for pupils to clarify what they know and to see what they need to know.
4	.	To evaluate.
4	.	To share learnings, clarify and evaluate problems, plan for future work or show need for more work.
4	.	To "clinch" the big ideas.
3-4	.	Pull thoughts together. Realization of a need for further study.
--	.	Provide teacher with evaluation of what children have or have not learned, and where to go next. Opportunity to praise accomplishments. Provide students with a time to pull loose ends together, to show what they have accomplished, and to show group pride in accomplishment.
4	.	Draw inferences from the data and experiences.
4	.	Develop concepts and generalizations and see further needs.
4	.	Be sure to save time for summary.
3	.	To tie together what has been done and help children to generalize in terms of what has been done and what still needs to be done.
4	.	Pull big ideas together; relate what they are doing to out of school situations, and to solve their problems.
4	.	Help children arrive at a generalization that is meaningfully and simply stated so that it can be remembered and used.
4	.	Give satisfaction and recognition to those who have accomplished something during the work period. Point out problems or solutions that come up. Pull together findings and state (information) in meaningful generalizations that can be used in further planning and in relating past experience. Plan for next steps.

Purpose for a summary period (Continued)

Discussion

Teachers were nearly unanimous in noting the need for a summary period with each lesson. They perceived the period as significant in sharing ideas, clarifying problems, planning next steps and for clinching certain key ideas.

Teachers noted also the significance of a summary session to accord satisfaction and recognition to those who have progressed with their task(s). Certain teachers also identified a use of the summary session as an evaluative device for the teacher in noting pupil progress.

Eleven teachers (73.3 percent) indicated they intended to provide an evaluation period for social studies lessons during the coming semester. Two teachers indicated they already provided for lesson summaries. However, one of the two teachers noted that the summary period would be structured differently from previous summary sessions. One teacher neglected to categorize her response to the question.

Teacher perception of the workshop point of view on <u>evaluation</u>:

Classification

4	.	Examine whether teacher has achieved his purpose and for pupils to discover what they have learned.
4	.	Many techniques are available. Don't try to bite off too much at one time. Concentrate on specifics a little at a time. Helpful in seeing carryover of concepts.
2	.	Use check sheets.
4	.	Many methods of evaluation. Some are better than others depending on objectives.
4	.	Clinch the big ideas and relate to other big ideas.
4	.	Evaluation, combined with summary, points out needed knowledge.
2-4	.	Evaluation in terms of changes in behavior, attitude as well as facts. Identify specific changes. Construct check lists,
4	.	You hoped that we would find ways of doing this.
4	.	Evaluate change in behavior as well as intellectual growth. Evaluate in terms of ideas rather than isolated facts.
--	.	Do more thorough job of evaluation by incorporating it into study. It is not an afterthought four times a year. Observe. Build on needs.
3	.	Important.
4	.	In terms of specific goals, but should include other goals than those related to specific facts.
4	.	Identify individual and group needs and extend meanings to other situations.
3	.	Many means available: formal, informal, such as dramatic experiences and will help the teacher focus on important concepts from the study.
4	.	Necessary to pinpoint how and why things did or did not go well, how close you came to achieving purpose, and what needs to be done to move the study along. Helps teachers focus on the large areas of the social sciences we may be overlooking; important concepts not touched upon, gaps in continuity through the grades.

Evaluation (Continued)

Discussion

Several teachers noted a stress placed on evaluation for ideas as well as or in lieu of facts. Teachers were aware that several techniques, including dramatizations could be utilized to identify intellectual goals achieved as well as changes in behaviors of pupils. Certain teachers indicated a need to pinpoint objectives and to delimit goals to those which one believes can be measured within the situation.

Eleven teachers (73.3 percent) noted they intended to implement a pattern advocated by the workshop staff. One teacher viewed the ideas as worthy of consideration but possibly difficult to implement in their situations.

One teacher noted he already utilized a variety of evaluative techniques. One teacher neglected to classify her response to the question. A third teacher's response was too generalized to be classified with other responses but recognized evaluation as "important."

Teacher perceptions of the workshop point of view on the relationship of social sciences to the social studies:

- Select social science concepts which need to be taught in the schools.
- Many ways to cover social science concepts in lessons. There is much overlap. Needs to be a long period of time for concept development.
- Provide the basic generalizations on which the social studies are built but need not all be included all of the time.
- All of the social sciences are important to the development of the social studies.
- Relate to the social science areas.
- Revealed when students list necessary information needed.

Relationship of social sciences to social studies:

- Emphasis was to include other social sciences in addition to history, geography, civics.
- Integrated.
- Social studies composed of all the social sciences.
- Behavior in a classroom, community, world wide situations.
- Social sciences provide the generalizations which are the goals of understandings toward which we guide the children.
- Social sciences provide the "intellectual meat" of the social studies.
- Social sciences give meaning to information acquired in the social studies.
- Integral part of the social studies.

Discussion

The teachers perceived a distinction between the social studies and the social sciences. They noted the social sciences to be an integral part of the social studies; that the social studies embodies more than ideas from the disciplines of history, geography and civics. The social sciences, to several teachers, embodied the "intellectual generalizations and the goals for social understandings in the social studies.

POST-WORKSHOP SEMINAR

Report of Group Discussion - - November 3, 1965

(All members of the workshop group were present)

1. What impact do you feel the workshop has had on your way of thinking about the social studies?
   - Two (2) teachers reported that they had an increased sense of the importance of the social studies as a curriculum area which had substance and value. One (1) of these teachers reported that she now looked more critically at her whole program and the organization of classroom time in order to insure a balanced curriculum.
   - Ten (10) teachers reported that they were now aware of the social sciences as providing the generalizations or "big ideas" around which to organize the unit of work.
   - One (1) teacher reported that the workshop had provided the basis for her evaluation of her own social studies.
   - Three (3) teachers reported that the workshop had sharpened their thinking about the necessity for more specific planning in organizing lessons.
   - One (1) teacher reported that as a result of the workshop there was more professional discussion going on in her school about social studies not only with other workshop participants but with other teachers who had not attended the workshop.

2. What things suggested in the workshop or observed in the demonstration class have you actually tried?
   - All thirteen (13) teachers have tried to attain a high rate of pupil interaction in discussion periods. They indicated that they had achieved varying degrees of success, but indicated that discussion periods had been much improved and, they were sure, would continue to improve as continued emphasis was given to this.
   - Three (3) teachers have tried role-playing as a way of helping children identify a major need.

Report of Group Discussion (Continued)

- Eight (8) teachers have followed the three-part plan of organization of a lesson.
- One (1) teacher tried using pictures in books and studyprints as a way of gathering essential information - - particularly for children with reading problems.
- One (1) teacher changed her seating method in the classroom from rows to a U shape.
- Two (2) teachers have tried using the discussion circle. Both teachers reported that the children particularly liked the arrangement, felt that the level of the discussion had been raised.

Has the "workshop" method had any influence on your teaching in other areas of the curriculum?

- One (1) teacher reported that she had used the discussion techniques very successfully in literature.
- One (1) teacher reported that she had used the idea of starting from children's own experiences worked successfully in the art program.
- Three (3) teachers reported that they had seen more possibilities of relating other areas to the social studies - - specifically science, mathematics.

In what areas do you feel that you still need help?

- All teachers reported that they needed to continue to work in achieving greater pupil interaction in discussion.
- One (1) teacher reported that she needed help in selecting experiences which would contribute to the development of generalizations.
- One (1) teacher reported frustration because of lack of time for providing and collecting instructional materials.

CONCLUSIONS AND IMPLICATIONS

The information obtained as a result of the first year's research study indicates that the planning of the inservice design is sound and that the purposes of the program are being achieved.

The type of data collected during the workshop itself indicates that a workshop planned around demonstration teaching, observation and seminars and work period is an effective way to introduce new perspectives both about the nature of the curriculum area itself and about the nature of the teaching involved.

APPENDIX

OBSERVERS' GUIDE *
SOCIAL STUDIES WORKSHOP

The data on teacher purpose is obtained by stating the purpose as it appeared to the observer. The observer will also ask the teacher what purpose he had in mind.

That data on pupil purpose will be stated as the observer sees it or as the pupils state it prior to the activity.

The item on time pattern will indicate elements within a lesson and a ratio of teacher-pupil activity.

The items on behavior responses will provide data on deductive, inductive, and pupil-inquiry patterns.

The data on pupils observed should be an indicator of pupil interest and participation level.

The item on pupil projects should indicate how pupils have used the information which they have acquired.

The next item seeks to note whether or not the teacher consciously plans to help the children re-examine the facts and information acquired in terms of situations which can be made meaningful to them.

The item on generalizations seeks to determine whether or not summarizing experiences are provided at the close of the lesson.

* The statements in this guide are to give you, the observer, some insight into the purposes of the observation and consequently some direction on using the form.

OBSERVATION GUIDE
SOCIAL STUDIES WORKSHOP

Teacher: Date:

Grade: Class size:

Type of lesson: Observer:

- -

Teacher Purpose:

Pupil Purpose:

Time bell rings:_____ Time all pupils at work:_____

_____lesson initiated: _____post discussion begins:

_____first pupil responds: _____lesson ends:

_____pre discussion ends:

- -

Number of direct behavior responses by the teacher:

	Pre-discussion	Work	Post-Discussio
. giving information:			
. giving direction:			
. giving criticism:			

Number of indirect behavior responses by the teacher:

. giving praise or encouragement:			
. accepting pupil's ideas:			
. turns question back to pupil:			
. initiates questions:			

Pupil-teacher response pattern during

. pre-work discussion:

. post-work discussion:

Number of pupils observed during

	Pre-discussion	Work	Post-discussion
. day dreaming:			
. socializing with peers:			
. doing other activities:			
. participating fully:			

What pupil projects were evident?

How was content of lesson related to that which is

. personal to pupils:

. of community concern:

. of state or national concern:

What generalizations were derived by pupils from the lesson?

What instructional materials were used to achieve the purpose?

TEACHER APPRAISAL

Name_____

Social Studies Unit_____

Grade Level_____

Number of Pupils_____

Date_____

What major aspects of the study are covered?

What big ideas are you seeking to have pupils acquire?

What is the source of the big ideas you seek to develop?

How do you provide for individual differences

of interest?

of ability?

in gathering information?

in recording ideas?

in applying ideas to different situations?

Which pupils frequently contribute to discussions?

Which pupils seldom contribute to discussion?

Which pupils never contribute to discussions?

Which pupils monopolize discussions?

Which pupils have work displayed? What type?

List the books used in the order of greatest use.

How is your furniture arranged?

What printed instructional materials are in your room?

What is on your bulletin boards?

What is on your chalkboards?

SUMMARY

INSERVICE DESIGN FOR A SMALL SCHOOL DISTRICT

(RD

Project S - 403

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Duration: June 28, 1965 - July 1, 1966

BACKGROUND

School districts throughout California devote much time, effort, and money to institutes, conferences, meetings, and workshops to improve instruction. During the past fifteen years the Las Lomitas School District has provided pre-school institutes, staff meetings, study groups, grade level workshops, extension courses on various aspects of the curriculum. In spite of all these efforts on the part of the Las Lomitas School District and many other districts in California, there is little evidence to show that changes in teaching have occurred or that any one pattern of inservice education yields a greater number of changes than any other pattern. In its study of its own inservice programs over the past fifteen years, the administrative staff of the Las Lomitas School District has concluded that any effective inservice program must be built around the following principles: a period of time for teachers, free from teaching responsibilities and of long enough duration to enable teachers to carry through a systematic sequence of work; appropriate ways of introducing new perspectives; superior models of classroom teaching; opportunities for experimentation.

The inservice program of the Las Lomitas School District has been designed with these principles in mind. The focus has been upon improving the social studies program in the Las Lomitas School District. The research carried on has attempted to measure the effectiveness of the first year of the program.

OBJECTIVES

1. To design a model of inservice education based upon data obtained through the program described.

2. To accummulate evidence, which is not now available, to discover whether or not the method of inservice education utilized does produce change in teacher performance and consequently in pupil performance.
3. To focus teacher attention upon the perspective for the social studies presented in N. E. A. Bulletin GUIDING CHILDREN THROUGH THE SOCIAL STUDIES.
4. To focus upon major generalizations from the social sciences as organizing centers for the units of work in the social studies.
5. To encourage teachers to use the inquiry approach to foster the development of cognitive ability in children.
6. To plan for a developmental sequence of concept development and of learning activities within the social studies program.
7. To bring about improved leadership in fostering curriculum change within the district.

PROCEDURE

The inservice program of the Las Lomitas School District was designed to include:

1. Two summer demonstration schools and workshops for teachers in the social studies, one in summer of 1965 and one in the summer of 1966.
2. Follow-up activities throughout the school year succeeding each summer school. These activities include: a number of school and district staff meetings related to the social studies; directing attention of all administrative personnel to the ideas developed through the workshop ; increasing provisions for a wide range of supplemental teaching materials.in the social studies.

This report covers only the experience of the first year.

The program for the summer school workshop was planned around the following elements: demonstration of classroom teaching of the social studies by superior teachers; observation of the teaching by the workshop group; seminars, following the demonstrations, led by the director of the workshop; work periods for the workshop group, during which time the workshop staff served in a consultative capacity.

Since each observation was planned and directed toward a specific focus, all members of the workshop group, whether primary or intermediate grade teachers, observed the same situation at the same time. The seminar which followed then had direct meaning for each teacher. The same dynamic techniques of instruction which were held as exemplary in the demonstration classes were utilized by the director in the conduct of the workshop. New perspectives in the social studies were opened up in the seminars as well as in the demonstration classes. The work periods were scheduled at periodic intervals and were devoted to planning and working for the incorporation of workshop ideas into the structure of social studies units to be initiated in September. During this work time, there were many opportunities for cooperative planning by the teachers themselves.

Two demonstration classes of 25-30 children each were established as a part of the regular summer school program--one in grade three, and one in grade six. The classes met from 8:30 to 12:30 each day for a five weeks period. The whole school day was devoted to the social studies but related areas such as science, language arts, creative writing, and Spanish were included in the program. Observation periods for the workshop teachers were scheduled as the focus on specific ideas, concepts, or teaching procedures emerged in the workshop. The two demonstration teachers, providing the superior models of classroom teaching, skillfully maintained an ongoing program for the students and yet geared the

program to the needs of the workshop teachers.

The director of the workshop, acted in the capacity of director of the instructional program for the two classes as well as the director of the workshop for teachers. This required daily conferences and planning periods with the demonstration teachers; in this double capacity he was able to coordinate the needs of the workshop group and the program carried on in the demonstration classes.

The research study was planned to measure the relationship of teacher performance to the inservice education program described. It was proposed to gather data on:

1. Social studies teaching practices prior to the workshop.
2. Changed teacher insights during the summer school.
3. Changed teacher performance during the teaching year following the summer demonstration school.
4. Changed pupil performance.

Data has been secured on only three phases of the proposed program. During the operation of the 1965 workshop, it was decided to postpone the gathering of data on changed pupil attitude and performance until the 1966 summer school session.

Descriptions of the following aspects of the teaching performance of those teachers enrolled in the workshop were obtained:

- Organization of lessons
- Relatedness of lessons to social science concepts identified in the SOCIAL STUDIES FRAMEWORK FOR THE PUBLIC SCHOOLS OF CALIFORNIA, pps. 89-109.

- Relatedness of lesson planning to the following basic urges and drives to activity: (1) conversation, or communication; (2) inquiry, or finding out things; (3) construction or making things; (4) artistic expression, or saying something uniquely.
- Relatedness of lessons to the following four types of learning activities: (1) problem solving (2) producing something in concrete form, (3) drill, (4) enjoying something.
- Relatedness of lessons to social situations which are immediate, present, and personal for pupils.
- Use of textbooks
- Variety of instructional materials utilized
- Pupil-teacher response ratio
- Variety of pupil experiences provided
- Attention ratio of pupils to the lesson (s)

Data on teaching practices prior to the workshop were procured via (1) pre-summer program descriptions obtained from teachers enrolled in the program; (2)written descriptions of observations made by the school principal, district curriculum consultant, and the workshop director. *

Ideas pertinent to changed teacher performance occurring during the in-service program focused on the following items: (1) insights into teaching the social studies, (2) "big ideas" derived from the observations, seminars and practice teaching experiences, (3) proposals for change identified by participants.**

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* See Final Report -
Appendix - Observation Guide
Summary of Changed Teacher Performance, p. 5

** See Final Report
Proposals for Change Identified by Teachers, p. 13

Sources of data included (1) statements by teachers made in oral or written daily summaries of program outcomes, (2) lesson plans and teaching materials prepared by teachers during the last two weeks of the program, (3) evaluation summary checksheet devised by the director and staff of the summer school and completed by each participant at the close of the summer session.

Changes in teacher performance in the social studies were identified during the teaching semester following the summer inservice program. Changes in each of the several categories previously identified for pre-program participation were obtained through (1) separate recorded descriptions of observations made by the school principal, the district curriculum consultant, and the director of the summer inservice program; (2) summary of a late fall meeting called for participants to appraise the summer experience in terms of (a) the impact of the workshop upon the way of thinking about social studies; (b) the impact of the workshop upon teaching practices in the social studies; (c) the impact of the workshop upon teaching in other areas of the curriculum; (d) the areas in which teacher growth is still needed.

CONCLUSIONS AND IMPLICATIONS

The information obtained as a result of the first year's research study indicates that the planning of the inservice design is sound and that the purposes of the program are being achieved.

The type of data collected during the workshop itself indicates that a workshop planned around demonstration teaching, observation and seminars and work period is an effective way to introduce new perspectives both about the nature of the curriculum area itself and about the nature of the teaching involved.

The following items reflect changes in the thinking of the workshop group about the nature of the social studies.*

- The concept of the social studies as an area which draws its intellectual substance from all the social sciences was perceived by all of the teachers involved.
- A sharper perception of the importance of the social studies as the study of human affairs was indicated by one-half of the teachers involved.
- One-third of the teachers indicated that their own planning for the social studies program would cover more significant aspects of the unit studied.
- It was recognized by a number of the teachers that the major concepts from the social sciences that all children should acquire must be developed sequentially through the grades.
- An understanding developed that the processes by which children acquire generalizations in the social studies is facilitated through the use of the inquiry approach.

The change in perceptions of the teaching of social studies was reflected in statements made by the workshop teachers about anticipated changes in their own teaching as a result of the workshop. These changes would be most pronounced in such patterns and procedures as: **

- more specific planning of individual lessons. (This change was brought about by the use of the concept-generalization work sheet in the work shop)
- striving for a balance of concept development among the several social sciences.

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* See Final Report, Changed Teacher Insights, p. 8
Changed Perceptions of the Social Studies as Identified by Teacher, p. 12

** See Final Report,
Proposals for Change Identified by Teachers, p. 13

- drawing on student interest to make social studies more purposeful.
- utilizing a greater diversity of informational resources.
- using the inductive processes for the development of generalizations.
- planning lessons which include an initial discussion period, a work period and a summarizing or evaluating period.
- identifying the specific generalization, skill and attitude to be developed or strengthened by each lesson.

The organizing of an area of study for initiation and implementation in the teachers' own programs was done during the workshop. During this work period the teachers were able to plan cooperatively and to call upon the services of the workshop staff. That this opportunity for practical application of workshop ideas aided in producing the desired results was indicated by the data on changed teacher performance obtained through the classroom observations of the teachers who participated in the workshop. These observations were made by the director of the workshop, the administrative coordinator, and the district curriculum specialist. The tabulation of this data is found on pages 5 through 7 of the Progress Report, Inservice Design for a Small School District, December, 1965. The significant changes are reported below.

- The content of the social studies unit is now organized by the teacher, rather than dictated by a textbook, is centered upon "big ideas" from the social sciences, and moves through significant areas of the unit studied.

- 92% of the workshop teachers now use the three part structure of the lesson as contrasted with 46% before the workshop.
- 69% of the workshop teachers are now using many materials as a resource for the gathering of information.
- Various methods of organizing the information acquired by the pupils are now used, i.e. - art experiences, construction, dramatization.
- All of the teachers are using discussion periods as a means of clarifying , evaluating, organizing, and synthesizing ideas.
- All of the teachers showed evidence of working for pupil-interaction.
- Over one half of the participating teachers are now striving to help children re-examine the facts and information acquired in terms of situations which are real and meaningful to them.
- A large number of the teachers are now oriented toward using the inductive processes as a method of teaching.

No attempt has been made to measure objectively the effect of the follow-up activities which have taken place throughout the school year. However, the interest and enthusiasm of the workshop group has been sustained and interest in the workshop ideas has spread to non-workshop members of the staff through the following activities:

- Each member of the workshop group at each separate school has served as a member of a team to plan the presentation of the workshop program to the faculty.
- District-wide grade level meetings devoted to the discussion of the workshop program have been held. These meetings have been led by workshop participants.
- The administrative coordinator of the workshop and the curriculum specialist have served as resource persons to the district administrative staff meetings devoted to the workshop program of the social studies. Each principal has been involved in both the pre-observation and the post-observation of the workshop participants.
- Increased emphasis has been given to the provision of equipment and materials for the social studies program during this last year. and requests for more varied materials have been received from the workshop people.

Two further results which reflect the success of the inservice program are:

- The direction of the entire summer school has been broadened to make its chief purpose that of providing an opportunity for teachers to grow professionally. Priority was given to workshop participants in the selection of teachers for the summer school.

Seven (7) of the workshop participants will be teaching in the 1966 summer school. Here they will have the opportunity to work with a class over an extended period of time, further extending and implementing workshop ideas. The director of the workshop will be available for consultation with them.

- The number of teachers who will participate in the 1966 workshop is twice the number of those who participated in 1965. This is a direct result of the interest and enthusiasm shown by the 1965 participants.

At the end of the 1966 workshop, over one half of the teaching staff of the Las Lomitas School District will have been directly involved in the in-service program.